DOCUMENT RESUME

ED 380 742 CG 026 156

TITLE	Revitalization of Guidance in Northeast Ohio: Model Component Reports.
INSTITUTION	Cleveland State Univ., Ohio. Coll. of Education.
SPONS AGENCY	Cleveland Foundation, Ohio.; George Gund Foundation, Cleveland, Ohio.
PUB DATE	Sep 89
NOTE	61p.; For the final report, see CG 026 157.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adolescents; Career Guidance; Children; *Demonstration Programs; Elementary Secondary Education; Experimental Programs; *Guidance; *Guidance Objectives; *Guidance Programs; Innovation; Models; School Counseling; *School Guidance; Student Development; Student Personnel Services
IDENTIFIERS	*Ohio (Northeast); Revitalization

ABSTRACT

This publication presents the reports of 10 schools which for two years have been involved in the Revitalization of Guidance Project. This project provided service and consultative assistance for guidance leadership teams from each of the 10 schools so that the schools could revitalize their guidance programs around a developmental conceptualization. Each of these teams was able to develop one component of their guidance program so that it could serve as a model for other schools. The reports included here describe the model components developed by each team. Addressed are projects from elementary, middle, junior high school, and high school. Some are actual components which might easily be transferred to another school. Others describe a process that can be used by schools that want to change their program. Since each guidance program is unique because of the students it serves, a model or process may not directly transfer, but it is hoped that these materials will provide ideas and motivation for the revitalization of guidance programs. Each team also prepared a portfolio of materials from this project which interested people may borrow. (Author/RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 380 742

REVITALIZATION OF GUIDANCE IN NORTHEAST OHIO MODEL COMPONENT REPORTS

Cleveland State University
College of Education
Department of Education Specialists

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. O'DELL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

September, 1989

BEST COPY AVAILABLE

CG026156

REVITALIZATION OF GUIDANCE

IN NORTHEASTERN OHIO

MODEL COMPONENT REPORTS

CLEVELAND STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SPECIALISTS

PROJECT STAFF

Dr. Frank O'Dell
Dr. Carl Rak
Mr. Joel Chermonte
Dr. Lewis Patterson
Ms. Anne Hamlin

FUNDED BY:

The Cleveland Foundation
The George Gund Foundation

September, 1989

TABLE OF CONTENTS

Introduction	page 1
Bay Village	page 2 - 13
Cleveland Elementary Project	page 14 - 24
Cleveland Heights	page 25 - 41
Cleveland Rhodes	page 42 - 58
Fairview	page 59 - 74
Lakewood	page 75 - 89
Medina	page 90 - 99
Mentor Shore	page 100 - 108
North Olmsted	page 109 - 122
Wickcliffe	page 123 - 131

INTRODUCTION

This publication presents the reports of ten schools who for two years have been involved in the Revitalization of Guidance Project. This Cleveland State University project, funded by the Cleveland Foundation and George Gund Foundation, provided in-service and consultative assistance for guidance leadership teams from each of the 10 schools so that they could revitalize their guidance program around a developmental conceptualization. Each of these teams was able to develop one component of their guidance program so that it could serve as a model for other schools. The reports included here describe the model components developed by each team. Each team has also prepared a portfolio of materials from this project which interested people may borrow from the Cleveland State University Department of Educational Specialists.

Included are projects from elementary, middle, junior high school, and high school. Some are actual components which might easily be transferred to another school. Others describe a process that can be used by schools who want to change their program. Our changing world creates many needs for students which old approaches to guidance don't always meet. Each guidance program is unique because of the students it serves and a model or process may not directly transfer but hopefully these materials will provide you with ideas and motivation to revitalize your guidance program so that it will better serve the needs of students,.

REVITALIZATION OF GUIDANCE
CLEVELAND STATE UNIVERSITY

BAY VILLAGE SCHOOLS

DEALING WITH FAMILY ISSUES IN THE SCHOOL SETTING

FINAL REPORT

TEAM MEMBERS

Sue Andregg
Elementary Counselor
Westerly Elementary
30301 Wolf Road
Bay Village, Ohio 44140
835-6492

Steven Steinhilber
High School Counselor
Bay High School
29230 Wolf Road
Bay Village, Ohio 44140
835-6486 ext. 212

Dave Wilson
Principal
Bay Middle School
27725 Wolf Road
Bay Village, Ohio 44140
835-6481

PROFILE OF SCHOOL

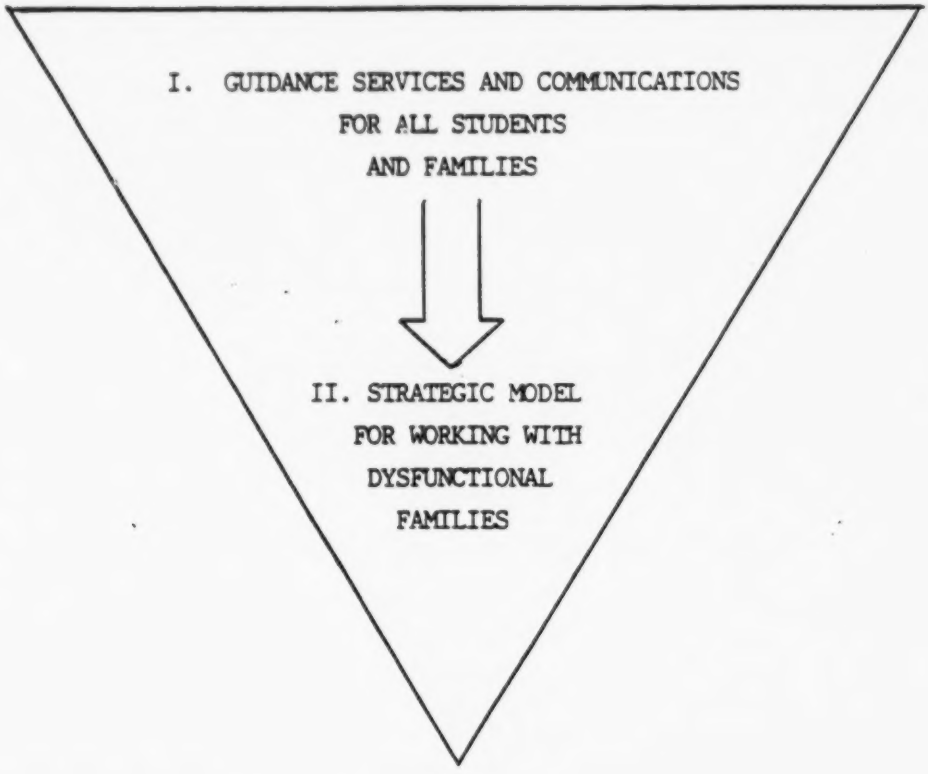
This project is intended for use by counselors in all four buildings of the district. Normandy school, with an enrollment of 487 students houses kindergarten, grades 1 and 2. Westerly School houses kindergarten, grades 3 and 4 with an enrollment of 421 students. Bay Middle School has grades 5 through 8 with an enrollment of 701 students. Bay High, grades 9 through 12 has an enrollment of 878 students. The socio-economic background of the students is primarily middle to upper-middle class. There has been, in the last 5-7 years, an increasing number of lower socio-economic families moving into rental properties. The vast majority of the population of Bay Village is Caucasian with an increasing number of Middle Eastern and Far Eastern people.

There are six full-time counselors in the district: one elementary, two middle school and four high school. A child attending Bay Schools, K-12, will have no more than three counselors. Our elementary counselor covers grades K through 4. Each Middle School counselor follows a class, grades 5 through 8. Each high school counselor follows a class from grade 9 through graduation. We believe this provides the best service for the students and their families.

NEED AND POPULATION SERVED BY PROJECT

The guidance program has been developed to insure that all students in the Bay Village School District graduate prepared for a post secondary education and/or a career. Towards this goal the students will acquire the following skills: healthy and appropriate social behavior, positive self esteem, respect for others, and the skills to be life long learners.

A graphic representation of our proposal takes a triangular shape starting at the broadest point with our entire student population, then narrowing to the dysfunctional families.



The guidance mailing (see attachment) was sent to all families of Bay students and all people wanting information about Bay School System (Roman numeral I). However, our staff realizes that approximately 20% of our families have needs and concerns which go beyoud those services listed on the brochure. These families shall be referred to as dysfunctional and defined by our counseling staff as:

> A dysfunctional family is one in which one or more student members is prevented, delayed, or diverted from achieving appropriate developmental goals and competencies.

Our overall goal is to provide these families with new ways of looking at the problem and to see a symetry between home and school. It was with these families in mind that the counseling staff wrote the following belief statements.

BELIEF STATEMENTS:

1. We believe every child has a right to individual counseling or group activities.

2. We are in a changing society; therefore, families don't always function in an effective manner. American families at all social levels are not providing an environment which allows their children to succeed in our schools as they are operating today.

3. We believe that children can be successful in the school setting.

4. We provide effective services within the limitations imposed by time, manpower, and ethical standards, beyond which families must assume responsibility.

Our rationale is based upon The American Association of Counseling and Development as cited below:

Section A: General, Number 4

> The member neither claims nor implies profesional qualification exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by other.

Section B: Counseling Relationship, Number 4

> When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client's(s') behavior must be involved in the resumption of responsibility as quickly as possible.

Section B: Counseling Relationship, Number 12

If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

OBJECTIVES

The following is a complete outline of the objectives as listed in our original Revitalization of Guidance proposal:

I. Guidance services and communications for all students.
   A. Parents will learn of our services from an attractive brochure which will:
      1. Briefly describe 2 or 3 major emphases of each building's guidance department, K-12.
      2. Makes a general statement of how Bay children benefit from the guidance department.
      3. Is avaliable for district-wide postal distribution by September, 1988, paid for by Spècial Services.
   B. Parents will be updated by information provided by the guidance department to our Public Relations person, Barb Doidge, on a monthly basis. She will publish K-12 guidance services/information in each of the monthly editions of "Bay School News", at no cost to our department. This will commence in September, 1988.
   C. The P.T.A. Bulletin will also be used as a means of communication to the parents on current parenting issues as well as guidance services avaliable.
   D. Parents will be kept up to date by a soon-to-be created publication, a "Guidance Newsletter" to generate parenting literature, K-12 for postal delivery. Contents will be based upon timely information i.e.: schedules for meetings, study skill, parenting stratagies, etc. This will be a monthly or quarterly publication, using guidance department funds. This publication will also help educate our public on existing services. Projected date of publication is fall of 1989.

      K - 12 SERVICES
      1. classroom guidance
      2. group/individual counseling
      3. testing program
      4. parent nights
      5. transition and orientation
      6. career planning/decision making
      7. parent education
   E. Parents and students will benefit from new programs starting in the 88-89 school year.

1. Step Parenting classes at the K-4 level.
2. Teacher/advisor groups and "Getting Ready for High School" program at the middle school level.
3. Test interpretation meetings for students and parents and scheduled guidance groups in grades 9-11 at the high school level.

We feel the above plans are vital to revitalizing our department and presenting a positive image to our school community. The functional families will benefit and learn from our four processes listed, but the dysfunctional families need additonal strategies. That is the area we as a department feel inadequate and frustrated, thus the second aspect of our proposal.

II. Strategic Model for working with dysfunctional families
   A. The Team will research and collect data about any existing stategy model for dealing with dysfuntional familes.
   B. The Team will share data with the guidance department and brainstorm to develop a model which will work for us. The model will include:
      1. specific stratgies/interventions.
      2. step-by-step procedures with the school in dealing with this type of family.
      3. guidelines for parents.
      4. data collection procedures.
      5. services not to be done by school personnel - school policies.
      6. a computerized list of outside referral sources.
   C. Counselors will share the plan with their staff, implement, practice, and refine the model during the 88-89 school year.
   D. Counselors will request additional training/inservice by local family counselors.
      1. Department chairperson will contact and set up inservices which might possibly include Rev. Thomas Madden, Dr. Lester Wyman, Dr. Mike Pavlak, and Dr. Tony DiBiasio. This inservice will supplement our monthly departmental meetings.
   E. The Team will collect current literature on the dysfuntional families (ex. "The Family" by John Bradshaw) and in turn hold department and/or staff inservices on the topic.

ACTIVITIES IN PROJECT

Although Steve, Sue, and Dave were the Team members, all of the guidance counselors were directly involved in the creation of the following resources/strategies.

The initial activity was the creation of the brochure. This was accomplished through two brainstorming sessions. The final product was designed by Barb Doidge and published in our Bay Schools copy center. The brochure was sent to every Bay family by a variety of means: sent home with K-6 students, distributed at parent meetings, and mailings.

Again, as a guidance department we met for several brainstorming sessions to create the flow chart. The purpose of the flow chart is to give formality to procedures already in use by our counselors as well as to give us a sense of what we are and are not responsible for in the school setting. Chart A represents the procedures in their most briefly stated form. Chart B includes

notations of details for clarity.

Supplements to the flow chart include the following:

1. Data collection form
2. Family consultation permission form
3. Functional family process survey
4. Stratgies
5. Bibliography
6. List of outstide referral agencies and personnel

Other material included in the portfolio is a collection of literature, research, and professional perspectives of the guest therapists. Those perspectives range from Gestault, to Rogerian, Pastoral, and Structural Family Therapy. There will also be information on how to develop a computerized Rolodex for outside referral agencies and personnel.

Evaluation

Identification and services for dysfuncitonal families does not lend itself to paper and pencil evaluation. The flow chart itself is an evaluation for each counselor to use as he or she proceeds with an individual case. It also serves as a tool to keep building administrators apprised of the counselors status with those cases.

Although we have no formal paper/pencil evaluation, we have had the following feedback:

1. Letters and notes of thanks.
2. Verbal feedback on referrals - positive response to our referral.
3. Financial support from local clubs and PTA to express their happiness with guidance services.
4. Positive feedback from administrators, board members, and teachers regarding services.
5. Outstanding community backing for the counselors when budget cuts were being made in all areas including Guidance. The results were no cuts in the Guidance Department. The Community Committee wanted guidance left untouched due to excellent services.
6. Increased number of appropriately placed children from dysfunctional families within or outside school district.
7. Counselors have reported reduced stress and helplessness in dealing with the dysfunctional family. Counselor reacted positively to outside therapists and their presentaions.

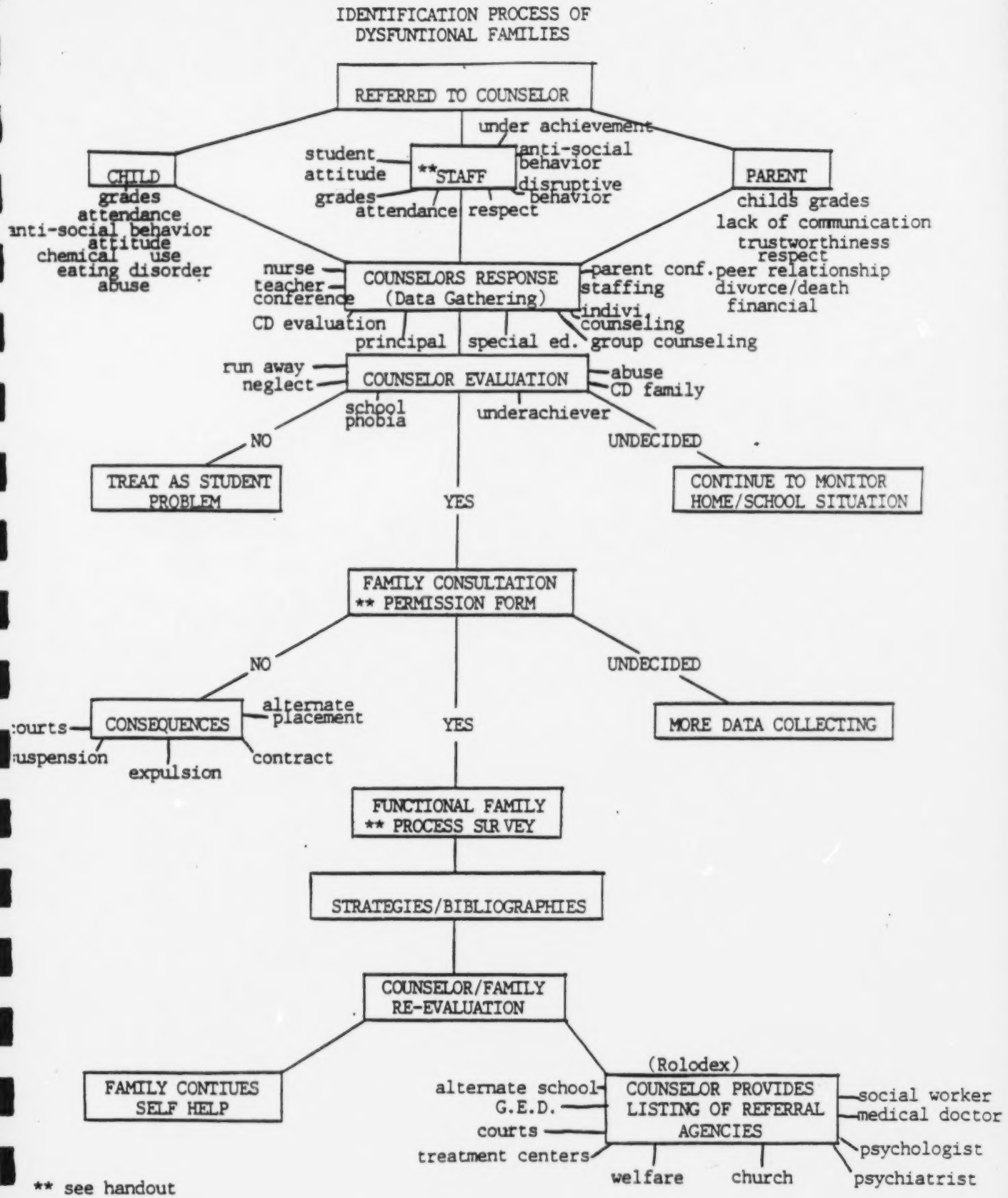
OTHER PROGRAM MODIFICATIONS

In October, 1988, Dr. Bill Guinter, School Psychologist, presented this plan at the Administrative Council meeting. It was met with overwhelming acceptance. In it's final form; the program will be presented for Board of Education approval. It is our goal to have the Identification Process, Survey and Permission form be incorporated into Board Policy.

From the projects inception, it has been our goal to use this project as a means of defining our roles as school administrators and counselors when dealing with children and their dysfunctional families. We have experienced overwhelming circumstances when trying to help these children. We truly believe a line needs to be drawn where school responsibilities end and

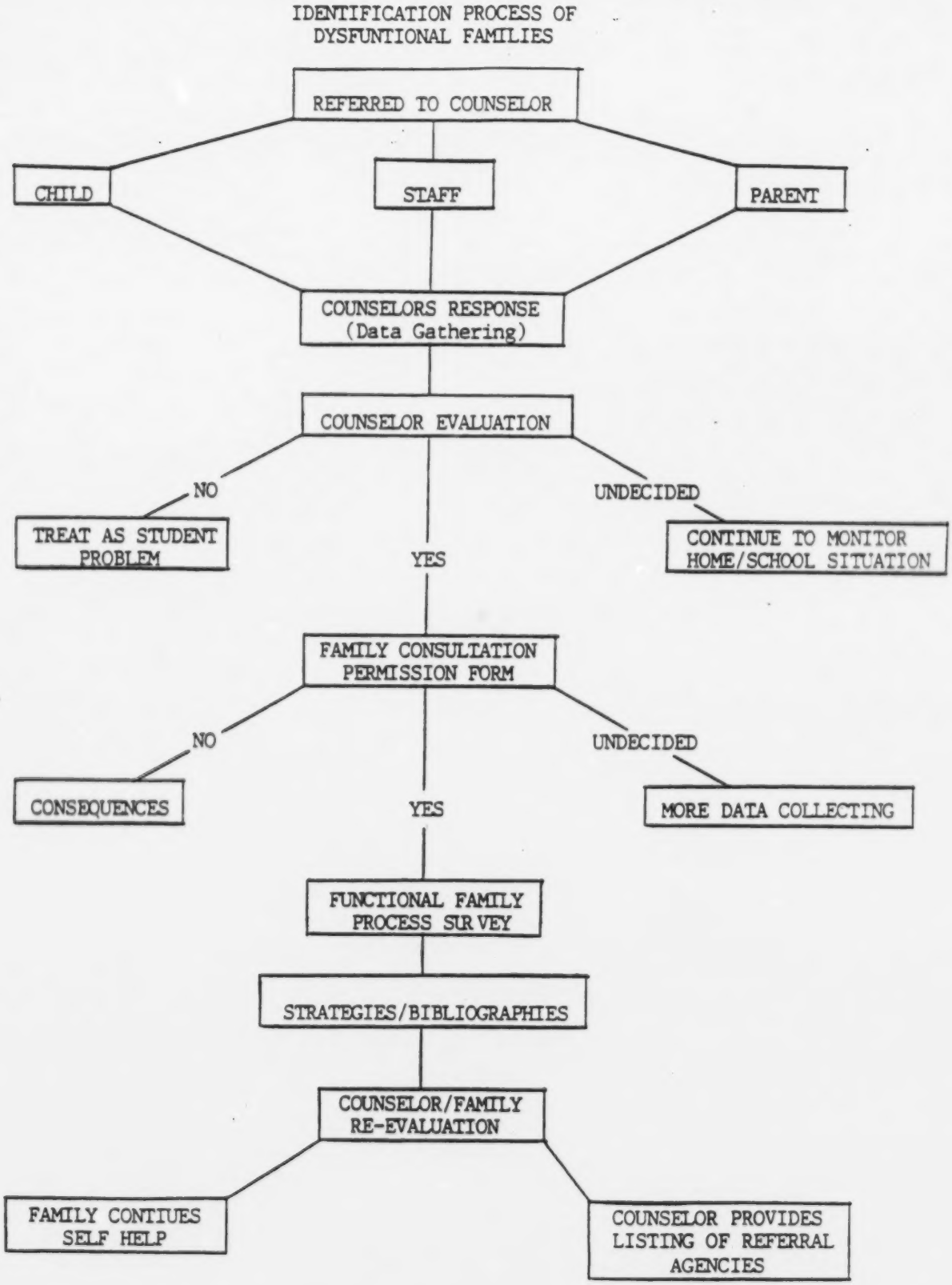
families need to seek private, professional help. We hope to give parents training, tools, and stratigies to help themselves and if success does not occur, then we want to be able to refer those families to competent, reliable outside help.

CHART B



** see handout

CHART A


IDENTIFICATION PROCESS OF DYSFUNTIONAL FAMILIES
REFERRED TO COUNSELOR
CHILD
STAFF
PARENT
COUNSELORS RESPONSE (Data Gathering)
COUNSELOR EVALUATION
NO
UNDECIDED
TREAT AS STUDENT PROBLEM
YES
CONTINUE TO MONITOR HOME/SCHOOL SITUATION
FAMILY CONSULTATION PERMISSION FORM
NO
UNDECIDED
CONSEQUENCES
YES
MORE DATA COLLECTING
FUNCTIONAL FAMILY PROCESS SURVEY
STRATEGIES/BIBLIOGRAPHIES
COUNSELOR/FAMILY RE-EVALUATION
FAMILY CONTIUES SELF HELP
COUNSELOR PROVIDES LISTING OF REFERRAL AGENCIES

NAME _____ DATE _____

GRADE _____ ADDRESS _____

HOME PHONE _____ WORK PHONE _____

SOURCE OF CONCERN:

SITUATION:

WHAT HAS BEEN DONE:

WHAT WILL BE DONE:

NAME _____ DATE _____

GRADE _____ ADDRESS _____

HOME PHONE _____ WORK PHONE _____

SOURCE OF CONCERN:

SITUATION:

WHAT HAS BEEN DONE:

WHAT WILL BE DONE:

BAY VILLAGE SCHOOLS

FAMILY CONSULTATION PERMISSION FORM

At times a student's academic/behavioral problems in school are more related to environments or issues outside of school. Our experience as counselors seems to indicate that family issues contribute significantly to the issues of underachievement and motivational deficiency. Fortunately, the family that examines its role in a student's difficulty is often successful in not only improving the academic performance, but also increasing the quality of life within the family.

Traditionally the Bay Village Schools fulfills its educational responsibiliites to help each student reach his/her potential, but success is more frequently achieved through a consistency, symmetry and cooperation between home and school. Just as we would ask a teacher to examine how his/her particular class environment affects a student's performance, we might ask families to examine how their unique family process both positively and negatively affects their students's performance in school.

To fully explore these factors in your student's development, we need your cooperation and interest in helping you look carefully at the family process. We are proposing that you engage in self-examination of your family guided by the school counselor with appropriate instruments and questionnaire. If as a result of your private, guided review, you identify important family needs, the counselor will act as a consultant helping you find information and resources that will improve the family process.

I give my permission for the school counselor to conduct a confidential family consultation in an effort to help our student become successful in school.

_____

Signature

PLEASE RETURN TO YOUR STUDENT'S COUNSELOR

FUNCTIONAL FAMILY PROCESS SURVEY

	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1. Your family openly communicates and listens to one another.	____	____	____	____	____
2. Your family affirms and supports one another.	____	____	____	____	____
3. You teach your children to respect others.	____	____	____	____	____
4. As a parent, you develop a sense of trust in your family.	____	____	____	____	____
5. Your family has a sense of play and humor.	____	____	____	____	____
6. Your family shares responsibility.	____	____	____	____	____
7. You teach and demonstrate the difference between right and wrong.	____	____	____	____	____
8. Your family experiences feelings of kinship and tradition.	____	____	____	____	____
9. There is a balance in reward, attention and discipline among the family members.	____	____	____	____	____
10. Your family respects the privacy of its members.	____	____	____	____	____
11. Your family shares leisure time activities.	____	____	____	____	____
12. Your family admits to and seeks help with problems.	____	____	____	____	____

CLEVELAND PUBLIC SCHOOLS

Your Self-Esteem Builders

Donna M. Gonyon
Lucresia Lemos
Ruvene Whitehead

Lucresia Lemos
Collinwood/East Cluster Office
4016 Woodbine
Cleveland, Ohio

634-2100

The main focus of our project is to offer students an opportunity to learn effective self-enhancing behaviors early in school through planned developmental self-esteem activities. We felt that if students felt good about themselves then they could make a successful transition to the next grade level. Also, they could achieve average or above average grades. By using the Scholarship-in-Escrow Program and developmental human relations activities, students would be able to further their education and be successful throughout their lives.

In our guidance program students receive facts and information on the Scholarship-in-Escrow Program in the Cleveland Public Schools. This unique program provides an incentive for scholarship achievement. The Scholarship-in-Escrow Program enables students to earn dollars for higher education.

The schools we service are located on the East and near West side of Cleveland. The West side schools consist mainly of Asians, Hispanics and low income Blacks and Whites. With the exception of the Blacks and Whites we have found that many of the Asian and Hispanic children do not speak English and for some, this is their first time attending school. On the East side there is a large population of Asians, Hispanics and low income Blacks and Whites with a high unemployment rate. The poverty index of the schools serviced was 89.95% in 1988. With a mobility rate of 61%; many children pass through these schools.

This project is important to Cleveland Public Schools because of the low self-esteem that the students project; as a result their grades are low and they give up easily on very simple tasks. The community in which they live has a diverse ethnic group with many living in low income housing. Welfare checks and

drug pushers are quite prevalent in many areas. A wise man once said, the most important thing that you can give a child is a sense of self-confidence. Self-esteem, the foundation of self-confidence is as important to children as the air they breathe. In our role as Elementary Guidance counselors we feel self-esteem has to be cultivated and nourished. We selected lessons from Your Self-Esteem Builders to help students raise their self-esteem and to help them feel good about themselves. They will then be able to achieve and become successful with whatever they decide to do.

We compiled a series of self-esteem lessons that we incorporated with other published materials that are documented in our bibliography.

These lessons were used in classroom guidance lessons. We feel that by using these lessons our children will benefit by increasing their self-esteem and consequently feel good about themselves.

Each guidance counselor is responsible for servicing 5-6 schools a week. On an average we see 400 to 500 students a week.

A large number of students in the schools we service are working at "C" or "below grade" level. It is inevitable that these students would have a low self-esteem.

In the Cleveland Public Schools Guidance Program, all elementary students will develop lifelong educational, career-motivational, personal/social, and decision making skills in order to live in our ever changing and multicultural world.

The students will be encouraged to develop a positive self-concept and self-esteem by exploring their feelings about their friends, school abilities, family, and ambitions. The students will be introduced to skills for developing and maintaining a positive self-image. Each time we conduct group guidance activities we start each activity by using this quote for Reverend Jesse L. Jackson "Young people must know that they are somebody. That if in their mind they can conceive it, and in their heart they believe it, they can achieve it."

We looked at our program for areas of improvement. We also explored how we could become more productive as guidance counselors in order to help enhance our students self-esteem. We came up with the following objectives:

1. Help students learn about themselves and others.
2. Help Students learn techniques of self-discipline, decision-making and conflict solving
3. Help students learn the importance of paying attention, working hard, and listening carefully.
4. Help students to learn positive behaviors through presentation of awards and behavior modification.

For our project we selected classes in Grades 3 and 6; we chose these two grades because many of our schools are primary K-3 and upper elementary 4-6. here is a profile of our schools:

WADE PARK

Grade	Black	Other	Total	%Black
3	125	11	136	91.91%
6	88	9	97	90.72%

EAST MADISON

Grade	Black	Other	Total	%Black
3	60	21	81	74.07%

CASE

Grade	Black	Other	Total	%Black
6	45	35	80	56.25%

ORCHARD

Grade	Black	Other	Total	%Black
6	60	42	102	88.75%

LOUIS PASTEUR

Grade	Black	Other	Total	%Black
3	55	23	78	73.06%

Our rationale was that we conduct articulation activities for 3rd and 6th grades to help students prepare for the transition to upper elementary or to intermediate school. Before we started Your Self-Esteem Builders lessons, we gave students a Pre-feelings Inventory which assesses how students feel about themselves. In three of our schools we presented self-esteem activities for 8 weeks and in the other two schools lessons were implemented for 12 weeks. Our weeks varied because elementary counselors must provide planning time for teachers. Some buildings are larger than others so the time frame varies. At the conclusion of our 8 or 12 self-esteem lessons we administered a post feelings inventory to assess if there was a positive increase in the students self-esteem.

We involved our parents in our project by sending fliers home with the students telling them the name of the guidance counselor and the days when she is available at the particular school. We set up 8 weekly sessions after school using the identical lessons we used with the students. Our parents participated with eagerness. They also questioned why this had not been done before. We felt that their self-esteem had been increased by conducting these lessons with them.

The same flier which was sent home to parents was shared with our students and faculty. We volunteered to speak to S.C.C./P.T.A. (School Community Council/Parent Teacher Association) parent meetings to tell them about our program. We also had an opportunity to share at faculty meetings. Many parents and faculty members did not understand our role and function as elementary guidance counselors. Presenting to these groups gave us an opportunity to tell them the services that are available to our students. After speaking to faculty members at various schools we could see a positive change in their attitude about the guidance program in their school.

The Cleveland elementary guidance counselors are utilized mainly for release planning time. We teach skills within the subject areas to all students in our guidance classes. The skills of reading, writing, thinking, speaking, listening, studying and test taking are reinforced in each classroom guidance session.

A "non-violent" curriculum was introduced from the Society for Prevention of Violence. These lessons teach peace, justice, and non-violent strategies for conflict resolutions at school, at home and within self. One way we feel to build the self-esteem of our children is to teach them to live in peace, without violence.

Parent education workshops were conducted for parents whose children were educationally "at risk". An internal peer support program enabled parents whose children are doing well to interface with and offer support to parents who needed assistance.

Small group guidance sessions provide positive support, peer assistance and role models for students who are most susceptible to negative peer pressure.

In guidance in-service presentations at faculty meetings, teachers were encouraged to perceive students not as adversaries or victims, but rather, as the most important persons in the school.

The majority of the children in the Cleveland Public Schools are Black or Hispanic. The use of positive role models from the community, peer support, and academic achievement rewards were found to be essential ingredients in the building of self-esteem. In the guidance lessons, we attempted to present a positive image of Blacks and Hispanics as hard working law abiding people.

BE A FRIEND

Grades: 3-6

Objectives: To help students understand what it takes to be a friend by participating in the Be A Friend lesson.

Time: 40 minutes

Materials: Pencil, crayons, scissors, glue/paste, "Be A Friend" worksheet and "Caring Awards" activity sheet.

Procedure:

1. Discuss with students what being a friend means to them:

   - What is your best friend?
   - What do your do when you are with your best friend?
   - Can a parent, relative, brother or sister be a best friend?
   - Do best friends always agree on everything?

2. Discuss with students the qualities of a friend:

   - Makes you feel special
   - Makes you feel good inside
   - Makes you feel important
   - Listens to you
   - Encourages you
   - Sticks by you
   - Accepts you

3. Role-play what could be done to be a friend:

   - Help a new student feel at ease
   - Help an injured student
   - Help a student who never gets picked as group leader
   - Help a student who is having difficulty in school work
   - Help a student who doesn't like to go to gym
   - Help a student who seems to always be alone

4. Discuss and review with students that to be a friend, the student should:

   - Accept the other person
   - Appreciate the other person's unique qualities
   - Encourage the other person
   - Put himself/herself in the other person's place
   - Discuss in a caring way a mistake or something wrong that the person has done
   - Help the friend feel better about a mistake made
   - Do something to show the other person that he/she is liked and needed.

5. Distribute "Be A Friend" worksheet. Have students cut and paste the sentences that goes with the picture. Then have the students do the "Try' N Find" at the bottom of the page.

6. Culminate the activity by giving each student a "Caring Award". Then read this quote from Jesse L. Jackson

   "Young people must know that they are somebody. That if in their mind they can conceive it, and in their heart they believe it, they can achieve it."

BIBLIOGRAPHY

Berne, Patricia H. Seven Secrets For Building Kid's Self-Esteem. Instructor (November/December 1985) Pages 63-65.

Berry, Joy, Wilt. A Kid's Guide to Making Friends, A Children's Book. About Social Skills. Waco, TX: Word, Inc. 1979.

Borba, Michele and Craig. Self-Esteem: A Classroom Affair 101 Ways To Help Children Like Themselves. Oak Grove, MN: Winston Press, 1978.

Bowdoin, Ruth. Words That Win Children. Nashville, Tennessee: Webster's International Tutoring Systems, Inc., 1976.

Bowdoin, Ruth. The Importance Of Good Feelings. Nashville, Tennessee: Webster's International Tutoring Systems, Inc., 1976.

Canfield, Jack. Self-Esteem In The Classroom - A Curriculum Guide. California: Enrich, Dev./Ohaus, 1978.

Carrotello, Patty. Literature and Critical Thinking. California: Apodaca-Teacher Created Materials, Inc., 1988.

Clemes, Harris and Reynold, Bean. Self-Esteem: The Key to Your Child's Well Being. California: Enrich, Div./Ohaus, 1978.

Conta, Marcia and Reardon, Maureen. Feelings Between Kids and Parents. Milwaukee, WI: Advanced Learning Concepts, Inc., 1974.

Cooper, Joann and Leverte, Marcia. Helping Children Deal With Self-Concept (Primary) Doylestown, PA: First Mar Co., 1987.

Cooper, Joann and Leverte, Marcia. Helping Children Deal With Self-Concept (Intermediate/Junior High). Doylestown, PA: 1987.

Ebony Magazine. "Save The Children:. August, 1988. Johnson Publication. Vol. XLIII, No. 10

Fendel, Laura. Building Self-Esteem With Koala-Roo-Can-Do. Glenview, Il.: Scott, Foresman & Company, 1979.

Farnette, Cherrie et al. People Need Each Other , A Social-Awareness Activity Book. Nashville, Tennessee: Incentive Publications, Inc., 1979.

Freed, Alvyn, Ph.D. TA For Kids. Los Angeles, CA: Jalmar Press, Inc., 1974.

Gerne, Timothy A. Substance Abuse Prevention Activities. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986.

Lerner, Rokelle. The Children Are People Program. St. Paul, Minnesota: Children Are People, 1979.

McElmurry, Mary Anne. Caring (Learning to Value Yourself, Families, Friends and School). Carthage, Il.: Good Apple, Inc. 1981.

Pincus, Debbie. Sharing-Improving Interaction Skills and Increasing Self-Awareness. Carthage, Il.: Good Apple, Inc., 1983.

Project BICEP" Career Education Resources For Counselors and Teachers, Guidance Levels K-6. Hyannis, MA: Barnstable Public Schools, 1985.

Schaffer, Frank. Building Self-Esteem. Palos Verdes Estates, CA: Frank Schaffer, Pub. Inc., 1983.

Schwartz, Linda. The Month To Month Me. Nashville, TN: Incentive Publications, Inc., 1979.

Sidley, Elyne. Decision Making. Dominquez Hills, CA: Educational Insights, 1980.

Social Skills Curricula for Elementary Schools. Cleveland Hts., Ohio: Society for Prevention of Violence, 1986.

Wells, Harold C. Ph.D. 100 Ways of Enhancing Self-Concept in the Classroom. New Jersey: Prentice Hall, 1976.

Wilt, Joy. You Can Do-It. Waco, Texas. Word, Inc., 1979.

Wilt, Joy. A Kid's Guide To Making Friends. A Children's Book About Social Skills. Waco, Texas: Word, Inc., 1979

Wilt, Joy and Watson, Bill. Relationship Builders - 156 Activities and Games for Building Relationships. Waco, Texas: Word Inc., 1978

Wilt, Joy. Making Up Your Own Mind, A Children's Book About Decision Making and Problem Solving. Waco, Texas: Word, Inc., 1979.

Yawkey, Thomas D. and Jones Kenneth C. Caring, Activities to Teach The Young Child To Care For Others. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

CLEVELAND HEIGHTS HIGH SCHOOL

"A Change Process for High School Guidance"

Contact:
Kaye Price
13263 Cedar Road
Cleveland Heights, Ohio 44118
(371-7249)

Team Members:
Larry Peacock
Director of Staff Development

Jacqueline Harris
Counselor

David Smith
Counselor

I Profile of The School

Cleveland Heights High School is a comprehensive high school for grades 9-12. The approximately 2,800 students participate in a solid academic program with a variety of electives and special programs for all ability levels. The special programs include: International Baccalaureate Program for students seeking an extremely challenging program with an internationally recognized curriculum; Advanced Placement for those seeking advanced standing in college; Taylor Academy, a separate alternative high school for students who desire more structure; Forest Hill, a small alternative program for students who have experienced serious disciplinary action; vocational and cooperative education programs and many more.

The socio-economic level is broad with many students from upper-middle class families and an increasing number of students from disadvantaged backgrounds. The student population is over 60 percent minority and represents many social, racial, ethnic and religious groups.

Heights High is a unique and diverse urban high school the size of some small towns. The program offers something for everyone. In 1988-89 Heights High produced 17 National Merit Semifinalists and 16 Commended Students. Students were also recognized in the National Achievement Program

with 3 semifinalists and 3 commended. In 1988 sixty-eight percent of the students went on to some type of post-secondary training after graduation. The Chess Team and Hockey Team were recent state champions.

II Need and Population Served

The size and complexity of a school like Heights High poses many unique problems. The percentage of ninth graders retained (over 20%), a building GPA of approximately 2.0, a desire to reduce the number of failures, a change to a 7 period day and year long courses, the reduction in guidance staff and the broad range of academic programming and needs are just a few of the issues. This data must be viewed in relation to several recent reports that recommended changes: North Central, Ohio State Department of Education and a Board of Education appointed community group, the Schools Consensus Task Force.

It appears obvious that the current guidance program and organization can no longer effectively and efficiently provide services which have been layered on. Nor can the department continue to try to meet unrealistic expectations and an escalating rash of newly identified needs.

What is needed is a reprioritization and refocusing of what is most important and achievable. The entire structure and purpose of the department must be examined. In addition the new direction must be clearly articulated to students, staff and parents. All students grade 9-12, staff, parents and administration will be affected.

III Objectives

Re-Organization

1. To improve the delivery of guidance and counseling services to the students at Cleveland Heights High School with an emphasis on the student with average ability.

2. To enhance the ongoing staff development program that emphasizes and supports the anticipated change process for the guidance department and other staff at Heights High.

3. To improve faculty, student, parent and administration understanding of the guidance department's role and function.

4. To increase the number of developmental programs for students.

Implementation

1. To review the current guidance structure to make recommendations for improvement.

2. To examine assigned tasks to provide for a more equitable distribution of responsibilities.

3. To develop a structure to assist students and families in crisis.

4. To continue and further develop a system for regular communication with parents, staff and students.

IV Activities

JUNE 7 AND 14, 1988

After numerous seminars at Cleveland State University and several planning sessions at Cleveland Heights High School, the guidance department was ready for redesigning and reshaping. Jerry Blake, an organizational development specialist, led two intense but productive days in "Team Building and The Change Process."

The first task dealt with interdepartmental team building, staff changes and staff reductions. The guidance staff was emotionally devastated over the fact that one-third of the department was being eliminated. This was an obstacle that stood in the way of positive change for a portion of the staff. Another difficult issue that served as an obstacle to change was a district counselors meeting where negative comments were made by some administrators about guidance. The workshop helped the staff deal with these very emotional issues.

The guidance staff also worked to identify what's going well and what's not going well with the guidance program. The "what's not going well" list was much longer. The process produced the following realizations: 1. The department had no clearly identified priorities, 2. The guidance staff was trying to do too many things.

The third and final phase of the two-day session was to list staff priorities for the department and listen and react to the principal's list of priorities for the department. The discussion identified some common ground and priorities. The consensus building process provided a focus to work on during the summer planning sessions.

June 23, 1988

This session was called the "Elements of Competency-Based Guidance." It was led by our Cleveland State University reorganization team. The purpose of the session was to prepare the guidance staff for the arrival of Sharon Johnson, Director of Pupil Services, Howard County Public Schools in Maryland and co-developer of the competency based guidance model that was being recommended.

The philosophy of competency-based guidance was explored with all counselors since only the reorganization team had this knowledge previously. Competency based guidance was compared and contrasted to traditional guidance approaches. The role of the counselors, role of the principal and results agreements were among other topics explained.

June 30 and July 1, 1988

The Heights guidance department met for a workshop with Mrs. Sharon Johnson. A pre-workshop assignment had each team member complete a self-assessment on personal strengths and weaknesses. The assignment involved listing tasks the staff was interested in doing or avoiding for the upcoming year. Special areas of interest were also examined.

The agenda for the two days was to:

A. Explore our paradigm shift.

B. Agree on a purpose of guidance statement.

C. Review the elements of a competency based program

D. Agree on a philosophy of guidance.

E. Target goal areas for the upcoming year.

F. Explore alternative management systems.

G. Discuss our individual strengths and weaknesses.

H. Learn about results agreements.

I. Discuss negotiating skills.

J. Develop plans for the next step and form a timeline.

The workshop was a productive experience. A significant period of time was spent identifying and analyzing personal style using the Myers-Briggs type indicator. A document was developed titled, Cleveland Heights High School Competency-Based Guidance Program. The team struggled with shifts in paradigm and grappled with what the program should look like if it is to serve the maximum number of students. Questions of personal competency, the difficulty of change, and the need for a transition period were addressed. Concensus was reached by the staff to begin a new program in the fall. The implementation would be phased in over a three year period. A foundation was laid for continued work in August by defining terms and common language. The staff had initiated a monumental task and felt overwhelmed; however they were committed to forge ahead.

August 1, 2, and 3, 1988

The guidance staff came together for three more days devoted to reorganization during the first week in August. The purpose was to look at procedures that would:

1. Allow the guidance staff to function as effectively as possible.
2. Start the school year - literally plan the first two weeks of operation.
3. Develop plans to inform the school community that the program was different.
4. Clarify for the entire staff what the differences were.

In order to achieve these goals, it was important to address numerous issues. The guidance department had to continue to clarify and reach consensus on guidance objectives for the coming year. The objectives were then shared with the building principal in a meeting. He presented his view of long and short range building goals that impacted guidance. Discussion ensued and objectives were adjusted based on this communication. Another issue included a look at traditional guidance activities compared with staff interests and individual strengths. A matrix was formed which visually graphed departmental strengths, areas of interest and/or skills. A third area discussed was a system of management to address crisis situations, caseload

assignments, new students, scheduling problems, college recommendations, response to telephone calls and other items that present themselves early on in any school year.

The most important accomplishments of these three days were:

1. A lengthy conversation between principal and guidance personnel allowed for a statement of educational values and goals here-to-fore unknown or shared.

2. The discussion of and differing opinions regarding objectives and systems of management laid the foundation for increased trust, cohesiveness, and self-direction for the department.

3. The decisions reached with regard to management systems and consequent procedures allowed the staff to function successfully in the new system the first day of the school year, a very hectic period.

The most difficult aspect of this period was the volume of decisions that needed to be made. The decision-making had to be done in a backdrop of honest opinion sharing and eventual consensus over a prolonged period of time. This process kept the most vocal or persuasive from dominating. Allowing anxiety to speed up the process could have eroded the new foundations of commitment and self-direction which were being established.

November 23, 1988

In late November results agreements were negotiated with the building principal. The process was done as a total group with each member discussing his or her agreement with the principal while everyone else looked on. At the end of each negotiation others were given the opportunity for input. Not all agreements were finalized at the first session. Some were given options to consider for agreement completion at the second meeting.

The "fishbowl" method of negotiation allowed individuals to feel supported both emotionally and through sharing of ideas by fellow counselors. It also allowed all to hear everything said so that topics discussed and manner of treatment given each was not open for misunderstanding.

January 11 and 12, 1989

For one and one half days in January the guidance staff met at John Carroll University with organizational development specialist Jerry Blake. The rationale is contained in the original project thesis. Ideas abound but are utilized in a limited way because the difficult nature of change for individuals within an organization is seldom honored. The agenda for this time was:

1. Revisit our vision.
2. Assess what is working well and what is not.
3. Identify factors contributing to success and those blocking success.
4. Search for alternatives that will support progress and reduce blocks.
5. Decide which alternatives have the most potential at the least cost.

The first half-day session was totally utilized with the first two agenda items. The next morning began with a didactic session by Jerry Blake on the nature of conflict within an organization. The mini-lecture led to some individual disclosure which had not been previously shared. Both leader and group deemed work on the issues aired of such importance to deviate from the agenda. The next item dealt with clarification of the leadership model under which the

department works. Models described were on a continuum from dictatorial to laissez-faire. The group affirmed the use of the participative leadership model and worked to increase the fine-tuning of how such a model is implemented. Decisions regarding the specific role to be played by the department coordinator in this model were pursued with each department member to more clearly focus expectations and therefore increase departmental productivity and effectiveness. The remainder of the day dealt with using the STRIDE system to problem-solve in three critical areas identified by the group as impeding progress. The three problem statements were:

1. Department members do not necessarily believe that their present role brings them personal and professional satisfaction.
2. Guidance counselor are not doing their program planning job component.
3. Guidance counselors are feeling a diminished sense of bonding with students.

The staff worked in three small groups to explore one of these problem statements using the STRIDE method. Full group sharing followed which led to concrete statements of agreement. These statements spelled out the who, how, when elements of ideas selected to improve the situations described.

The importance of the January session cannot be overemphasized. As the original proposal hypothesized, this session highlighted the need to look at the process and effects of change upon those experiencing it. Group members had functioned in their new roles for almost one semester with little tending to affect and reactions. Much processing was necessary, the need for risk-taking (honesty and directness) heightened, and yet one of the most surprising and uplifting outcomes was the realization that all saw many more elements "working" than "not working." Another key outcome was one member's risk-taking to state an area of conflict to the department coordinator within the group context. The group dynamics element in an organization/ department are central to growth and change. The third important outcome was the "Items of Agreement" document which gave a plan of action to reduce blocks and increase progress. These items both give direction and serve as evaluation points to assess:

1. Is the overall problem increasing or decreasing in scope?
2. Is each item working or not working to reduce the problem?
3. Are deadlines established by group and individuals being met?

The most difficult aspects of this session were:

1. Time available to process five months of functioning in a new system with enough hours left to do adequate problem-solving activities.
2. Group resistance to direct, open communication with one another on sensitive issues.

V. Evaluation - First Year

The first year evaluation will be completed during the Spring of 1989. The evaluation process will be conducted in three phases using the attached questionaires.

The entire high school staff will be asked to participate in the evaluation by completing an assessment instrument designed around their needs. A random sample of students from each grade will be asked to complete a student needs assessment. The third phase of the evaluation will involve a representative telephone survey of parents conducted by graduate assistants from Cleveland State University.

Cleveland Heights High School
Guidance Department

Staff Needs Assessment

Please respond to the following questions.

Does the current level change process work for you?
yes____ no___

Do you have adequate access to guidance information?
yes___ no___

When do students have access to the guidance department?
before school___ after school___ lunch time___
regular class___

Is it helpful having a guidance counselor serve as a liaison to your department?
yes___ no___

Have the printed communications from the guidance department (Guidance Posts & Staff News) been helpful to you?
yes___ no___

What additional guidance services are needed?

Comments:

SURVEY QUESTIONS

1. Did you know that CHHS has a new guidance program?
   yes___ no___

   Let me tell you a little about it.
   Comments:

2. Are you aware of the guidance publications? (Guidance Post, Senior Scene, Junior Experience)
   yes___ no___

   What do you think about them?

3. Have you attended any of our evening guidance meetings?

   a) 9th grade orientation yes___ no___
   b) Scheduling night yes___ no___
   c) College planning night yes___ no___

Comments:

4. Has your student used any of the new guidance services?
   yes___ no___

Comments:

5. If you feel the counseling department at CHHS should be doing more for your child, what should it be?

   a) Career counseling
   b) College planning
   c) Decision-making/problem solving

Comments:

6. How many times a year do you visit the school?

GENERAL COMMENTS:

JAMES FORD RHODES HIGH SCHOOL
5100 Biddulph Avenue
Cleveland, Ohio 44144

DEVELOPING AND INSTITUTING A SCHOOL-WIDE MOTIVATIONAL INCENTIVE PLAN TO REDUCE THE NUMBER OF STUDENTS FREQUENTLY REFERRED TO THE OFFICE FOR MISBEHAVIOR

by

Evelyn L. Kirby
William R. Shauver
Carol A. Tuck

Guidance Revitalization Plan
Cleveland State University
Dr. Frank O'Dell
August 31, 1988

Guidance Department
James F. Rhodes High School
Cleveland, Ohio 44144
(216) 749-8140

I. PROFILE OF SCHOOL

Description of Surrounding Community

James Ford Rhodes High School is located about seven miles southwest of downtown Cleveland in an area known as "Old Brooklyn". It was once one of the "better" neighborhoods in the City of Cleveland. The area around the school is predominately white with mostly middle to lower middle class families living there. Prior to court-ordered desegregation, only students who lived in this area attended Rhodes High School. It had a strong academic tradition as being the "best" high school in the City of Cleveland. Also, at that time Honors and Advanced Placement (AP) classes were offered to a large number of students. Today, many of the students live in a Southeast neighborhood many miles away.

This additional neighborhood is mostly black middle to lower class with a higher crime rate than the area near the school. The student body is currently comprised of 56 percent black, 42 percent white, one percent Asian American, two percent Spanish surnamed. According to the school's "Annual Progress Report", 1985-86, 52 percent of the students' families are receiving public assistance. Rhodes is a four year comprehensive high school serving students in grades 9 to 12. The student body has during the last two years has consistently remained at approximately 1,000 students.

The question which immediately comes to mind is whether there is any

"connection(s) between any of the above information and the "problem" students. These writers could get into many and varied philosophical questions in dealing with an answer to that question but choose to stick only to facts which have been documented. Facts such as single parent homes, SES, and their effects on the mindset of these out-of-sync students will be cited.

II. NEED AND POPULATION SERVED BY FOCUS PROJECT

This project describes a program for the alleviation and remediation of a program problem being experienced at James ford Rhodes High School in Cleveland, Ohio. A group of students comprising 12 to 15 percent of the school population is frequently referred to the office for various kinds of misbehavior. Of this group, approximately 30 percent are consistent offenders being referred more than once a week. These are youngsters who readily resist authority. The affect of such behavior results in these students not developing their potential abilities, other students being adversely affected by constant interruptions and school personnel suffering frustration.

The focus of this project will be the ninth grade class. The greatest number of grade failures occur at that level and have done so for the past several years.

An analysis of this problem through research and interviews with experts in the field has as its goal the identification and remediation of the problems which result from this maladaptive

behavior. Our primary objectives are the identification, intervention and remediation of this problem through interfacing with students of this type.

Positive evaluations of this program's effectiveness will be appropriate if the failure rate remains at the same level as it was last year or decreases rather than increase as it has been doing for the past two years.

CLEVELAND STATE UNIVERSITY

FEELINGS INVENTORY INTERPRETATION

(-0-6)	I	High
(-7-12)	II	
(-13-18)	III	
(-19-25)	IV	
(-26-30)	V	Low

QSL Interpretation

S = Satisfaction

C = Commitment

T = Teacher

Total = Total QSL

Q levels are:

H - High

M - Medium

L - Low

Low scores on the QSL subscales indicate low general satisfaction or well-being in school, low commitment to the work they are offered, and/or negative reactions to their teachers. Different patterns of high and how scores on subscales suggest different alternatives for improving school experiences for students.

The total QSL scale scores are the broadest gauge of student reactions to school life. When QSL scores are low, teacher and administrators may decide to consider revisions in courses, responsibilities, classroom organization, or other changes in school programs and experiences. Low scores alert educators to discuss the reasons for the low evaluation by individual and groups and to consider whether and how to improve the quality of school life.

III OBJECTIVES

Terminal Objectives

1. As a result of the project procedures the number of ninth grade students referred to to the office for misbehavior will decrease. These procedures will be instituted from August, 1988 to June, 1989 to ninth grades students at James Ford Rhodes High School in Cleveland, Ohio. The persons responsible for instituting this program are Mrs. Tuck and Mr. Shauver. As a result of this intervention ninth graders will have experienced a decrease in the number of times they are referred to the office as measured by the number of referral slips from teachers to the ninth grade unit principal.

2. As a result of this treatment given to this selected group of ninth graders from August, 1988 to June 1989 at least 70 percent of the participating students will be promoted into the tenth grade at the end of the 1988-89 school year. In order to be on target ninth grades must earn at least two Carnegie Units of credit at the end of the first semester (February, 1989). Mrs. Tuck and Mr. Shauver will be responsible for instituting this program.

3. By participating in this group the rate of attendance for these ninth graders will increase by at least 10 percent as compared to the rate of attendance for the same student in the 1987-88 school

year. The two afore mentioned counselors will be responsible for comparing the student's rate of attendance in the ninth grade at James Ford Rhodes High School with their rate of attendance at whatever school they attended in the eighth grade.

Intermediate Objectives

1. Heighten the students' awareness of the causes and sources of their negative behavior and feelings so that they can help themselves seek more positive and socially acceptable expressions for them.

2. Learn skills for increasing self-esteem, i.e., focusing on strengths, goal-setting, overcoming limitations, visualization, positive mental attitudes, interpersonal skills, so that they can exercise self-discipline, responsibility and good judgment in ways which are personally satisfying and socially constructive.

3. Describe what self-esteem is and how they have used skills taught to increase their own self-esteem, as well as, how this increase has allowed them to lead more personally satisfying lives and socially constructive lives at school, work or with their family.

4. Assess, understand, and communicate their feelings in constructive ways so that they can direct and control their emotional lives, make better decisions, solve problems, understand the consequences of their actions, resolve conflicts, increase self-esteem and have more satisfying and responsible personal relationships.

5. Learn and practice the skills of program planning, cooperation and risk-taking to achieve meaningful goals and increasing self-esteem.

Side Effects

1. That members of the faculty will become more aware of the economics involved with these students who are frequent office referrals. They will see that many of the personal attitudes, behavior and relationships may be carry-overs of their struggle for physical survival in uncertain outside/home situations (Achilles).

2. That their will be more appreciation and awareness on the part of the faculty of the diverse ethnic and cultural backgrounds of all students and that they will think of students in terms of what is and what can and will be, rather than in terms of past behavior and actions.

3. That parental involvement in the school will increase and parents will understand their children better and will be more responsive to their concerns. Parents will be more inclined to communicate with the school.

4. That the school milieu will become mentally attractive to many of these bored students who are on the verge of "falling through the cracks" and that this enthusiasm will become contagious and more of them will "enjoy" school (Gumucio).

5. That administrators and The Cleveland Board of Education will realize that class sizes have to be reduced and the faculties need preparation time, as well as higher salaries and better working conditions (Huffman).

6. That many of the outside agencies will be willing to get involved in the school itself and that this involvement will become a two-way street (Achilles). (During the 1987-88 school year, a bank gave several thousands of dollars to our school, but when we wanted to take our students on a tour of that bank--that bank with its Tiffany stained glass windows, foreign currency exchange etc., the answer was a deafening, "No!" Hopefully, this will change.)

7. That teachers with their already heavy schedules will be willing to become resource people to the students about employment, jobs, colleges, subject matter and the past. That these same teachers will cultivate the art of encouragement in their students (Johnson).

8. That there will be more remediation courses offered on a semester basis providing immediate rewards so that students can experience success overcoming handicaps and problems which should have been overcome long ago.

9. That there will be more one-on-one counseling. Perhaps there will be guidance information specialists similar to those in other states allowing the certificated and often licensed counselor free time to do actual counseling.

10. That students--all students--will be able to stay after school to participate in various activities, rather than have to worry about how they are going to get home afterward because there is no transportation/room available on the late bus.

Goal

1. The ultimate goal of this project is to develop and institute a school-wide motivational incentive program which will not only result in the reduction of the number of students frequently referred to the office for misbehavior but also a significant number of students pass a sufficient number of subjects to be promoted to the tenth grade the following September.

Project Solution Components

1. Society:

   a. One of the strategies is a concerted effort to get the public to recognize the "causes and cures" of student failure (Gumucio, Huffman, Votaw).

   b. Another strategy will be to involve the public in order for them to understand what the consequences are if we continue to ignore this problem (Huffman).

2. Board of Education:

a. Positive involvement and the effect of rules/action upon the project (Huffman).

3. Parents:

a. Parents of students in the experimental group will be visible participants in the program. An orientation program for parents will be held and parents will be an integral part of the evaluation/monitoring process (Parker).

4. Students:

a. There will be numerous and varied activities for a student participants in the program. One day a month will be set aside for a group activity as determined by the participants. Meetings will be held at least once (after school) during the week unless the group decides to hold them more often (Parker)

1. Time affect of busing (Huffman)
2. Better attendance (Hall and Taylor)
3. Positive peer pressure (Kvoraceus) (Peer advisory and Mediation Training)
4. Understanding of culture conflict (Jimenez)
5. Increased self-esteem (Kaplan, Richman, Rosenberg).
6. Fewer non-promotes/failures (Tuck).
7. Fewer suspensions (Campbell, Kulser).

5. Administrators:

   a. Assignments of excellent teachers for "at risk" students (Kvoraceus).
   b. The dispensing of fair and indiscriminate discipline (Kulser).
   c. The constant (on-going) search for new methods/solutions for the punishment of misbehavior (Kulser).

6. Counselors:

   a. On-going class size group guidance classes (Huffman).
   b. Specialized group guidance classes (Gumucio).
   c. Individualized counseling sessions with goal oriented objectives/experiences (Balmes).
   d. The fostering of liaisons with ego supporting institutions (Kvoraceus).
   e. The detection of the underlying causes of misbehavior and the means of dealing with it (Kulser).

7. Staff:

   a. Hold staff inservice meetings prior to the opening week of school (Huffman)
   b. Conduct a staff needs assessment (Thomas).
   c. Discuss faculty perceptions (Parker)
   d. Provide staff human relations training (Huffman).
   e. Provide a consultant to conduct assertive discipline training

(Johnson).

f. Increase faculty input, especially on curriculum (Huffman).

g. The creation of the experience of success for the student body (Parker).

h. Immediate rewards for efforts made (Parker).

i. The recognition of immediate goals (Parker).

j. The development of the art of encouragement (Parker).

k. The constant search for new solutions for the punishment of misbehavior (Kulser).

l. Remediation techniques/methodologies must be part of every class teachers "bag of tricks" (Johnson).

m. There must be time for teachers to prepare (Huffman).

n. Teachers must see the value of attending unpaid meetings for personal growth (Johnson).

IV. ACTIVITIES IN FOCUS PROJECT

12/8/88	Pre test - (QSL, Feelings Inventory)
12/15/88	Overview/Getting acquainted
12/22/88	Stress Management
1/12/89	Choices - Substance Abuse - Westside Community Agency Counselor
1/26/89	Social Skills (Dr. Rak)
1/27/89	Self-Esteem Work Shop
2/2/89	Personal Qualities
2/9/89	Choices - Substance Abuse West Side Community Agency Counselor
2/16/89	Careers (Inventory)

3/2/89	Mediation
3/16/89	Careers (Exploration)
3/9/89	Choices - Substance Abuse Westside Community Center Counselor
3/16/89	Careers
4/6/89	Group Dynamics
4/13/89	Choices - Substance Abuse Westside Community Center Counselor
4/20/89	Human Relations
4/27/89	Field Trip to Metro-General
5/4/89	Teen Sexuality - Ms Teamer, Home Economics. Department
5/11/89	Leisure Time - Enjoying Art, Ms. Balmes, Chairperson Art Department
5/1/89	Leisure Time
6/1/89	Awards Luncheon
6/3/89	Post test